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KIRKPATRICK, M. G. *The Rural School from Within*. Philadelphia: J. B. Lippincott Co., 1917.

This adds another to the rapidly growing list of books that deal with the rural school from one angle or another. Its title is unique and suggestive, and its chapter headings include "Living up to Reputation," "Onward Christian Soldiers," "In Loco Parentis," "Bossing One's Employer," "Managing Girls," etc.

There is nothing vitally new in the book except the style of presentation, which is autobiographical. The fundamental propositions which it presents are thus embodied in a form that should secure an audience from young people who are preparing for teaching, particularly in rural schools. It recounts incidents and describes customs and practices formerly common in rural communities. It makes these the medium through which to present modes of treatment of boys and girls of school age. To the young rural teacher it suggests ways of getting a better rural community interest. The "suggested improvements" include nothing new, but serve to impress these things on the beginning teacher.

On the whole the spirit and tone of the book is sane and helpful and will help to inspire those who sincerely desire to render service to country people.

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RICHARDSON, ROBERT P., AND LANDIS, EDWARD H. *Fundamental Conceptions of Modern Mathematics. Variables and Quantities with a Discussion of the General Functional Relation*. Chicago and London: Open Court Publishing Co., 1916. Pp. xxi+216.

The book before us is one of a projected series of thirteen upon the general subject of fundamental conceptions of mathematics and bears the subtitle *Variables and Quantities*. It consists of a preface in which the authors express both their contempt and their pity for the weaknesses of mathematics and for certain schools of philosophers; one chapter of 169 pages on "Variables and Quantities"; and one chapter of 29 pages on "The General Conception of the Functional Relation."

To the mathematician seeking a constructive criticism of his own science from the standpoint of philosophy, and to the philosopher seeking a rational account of the "science of self-evident things" in terms of the broader concepts of philosophy, the book will prove a disappointment. The authors profess to find the keynote of their work in "the distinction we find it necessary to make between quantities, values, and variables on the one hand, and between symbols and the quantities they represent on the other." They especially deplore the confusion they seem to find between symbols and the quantities they represent and the alleged tendency on the part of certain mathematicians to make mathematics entirely a matter of symbolism.